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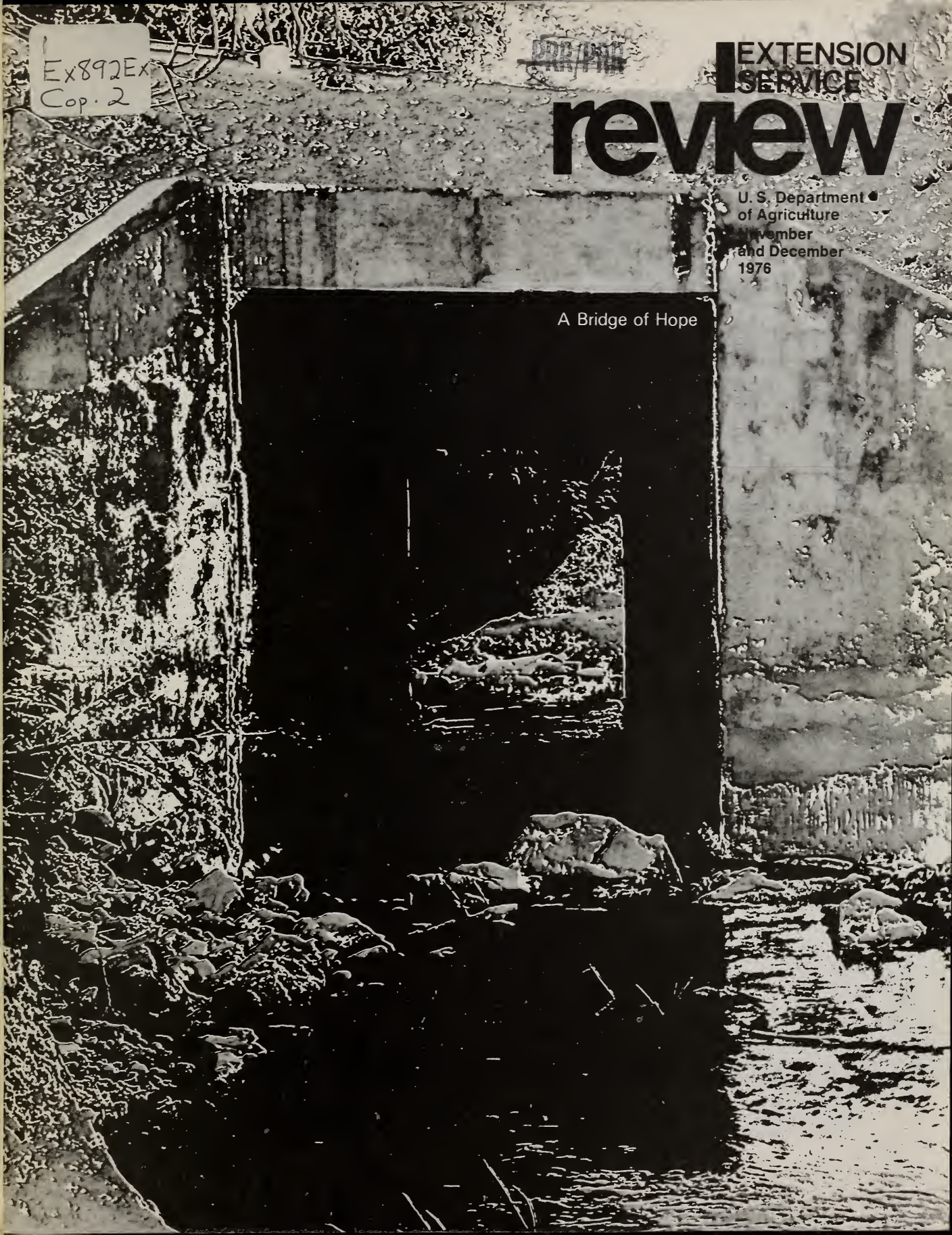
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EXTENSION  
SERVICE

# review

U. S. Department of Agriculture  
November  
and December  
1976

A Bridge of Hope





*The Extension Service Review is for Extension educators—in County, State, and USDA Extension agencies—to help people learn how to use the newest research findings to bring about a more abundant life for themselves and their communities.*

**EDWIN L. KIRBY, Administrator**  
Extension Service

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**Director:** *Ovid Bay*  
**Editorial Director:** *Jean Brand*  
**Editor:** *Patricia Loudon*  
**Art Editor:** *Chester Jennings*

**Advisory Staff:**  
*Sue Benedetti, 4-H*  
*Elizabeth Fleming, Home Economics*  
*Donald L. Nelson, Community Dev.*  
*William Carnahan, Agriculture*  
*Gary Nugent, Educational Media*

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# EXTENSION SERVICE review

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## Community Development: Mystical or Practical?

Do you ever get the feeling that community development is some mythical, mystical process carried out by a mysterious group of people on the fringes of the Extension "mainstream"? Sometimes we do.

Here's an attempt to clear up some of the myths surrounding this Extension program area.

**Myth:** The community development (CD) process can begin only when a community representative hollers "Help! We've got a little problem out here!"

**Analysis:** This can happen, all right. But CD is an ongoing, research-based program within Extension, just like all the other programs. It's equipped to fight brushfires, sure. But a continuing program will help prevent the fire from ever getting started. The "Bridge of Hope" story from Puerto Rico (p. 3) illustrates this point.

**Myth:** When a community issue arises, a CD specialist is the only one equipped to cope with it.

**Analysis:** Most county Extension staffs have CD people they can call on to help. Nearly 1,000 Extension people have some specialty in CD. But county staff have knowhow to carry out CD programs. Note how the county agent got involved in the CD process in the Colorado teacher education article (p. 10).

**Community Development:** mystical or practical? Our vote goes to the practical approach. — *Donald L. Nelson*

# A bridge of hope

A bridge can be something more than a cold structure of sand, gravel, cement, and iron bars. It can also represent hope for a better life — as it does to the low-income families of Cerro Gordo.

This small community in Aguada, Puerto Rico, was so isolated that its citizens could see the nearby towns of Aguadilla and Mayaguez across the Rico Canas — but could not reach them.

The people of Cerro Gordo had no running water, no telephones, no cars, and only a one-room school. Fifty percent of them were on welfare, and the average annual income was \$242 — lowest on the island.

## Organizing for help

In 1974 an Extension Service team, as part of a program financed under the Rural Development Act of 1972, began working with the people, who refused to accept their situation as hopeless.

The result of their cooperative efforts was two new bridges and a road — the first link of “hope” to the outside world. The residents assisted with the actual construction of the bridges — a savings to the project of \$12,000.

“The new bridges opened the doors of the community of Cerro Gordo,” said Lalo Pérez, chairman of the citizens’ steering committee. “Our people can now benefit from services which other Puerto Rican

Communities have enjoyed for years.”

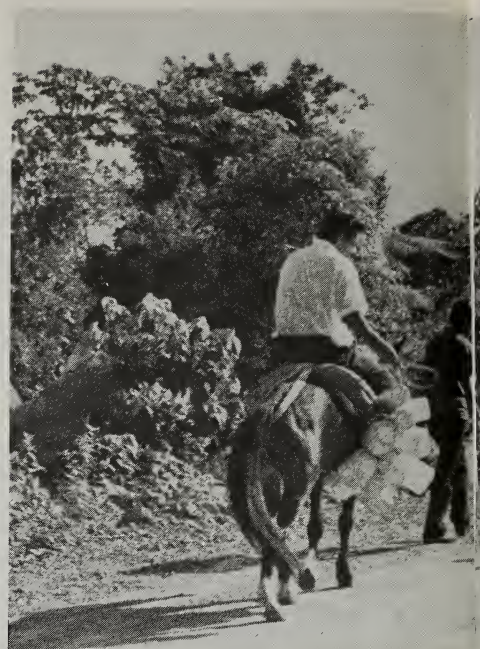
The new bridges and road were just the beginning. With the assistance of the Extension team, community meetings were held; other problems identified; and action plans formulated.

“Together we knocked on doors, and aggressively looked for help. Other agencies were impressed with the Cerro Gordo people’s sincere determination to help themselves,” said Efrain Figueroa-Pérez, Extension agricultural agent and head of the Extension team. Other team members have included Yolanda Rivera de Sanchez, Miriam Acevedo-Acevedo, Gloria Ramos de Alers, Israel Crespo-Torres, and Alfreda Soto.



*This new bridge joins the once isolated community of Cerro Gordo with the outside world.*





*The old homes . . .*



*. . . and the new.*





*Fetching water was once a chore for the children of Cerro Gordo.*



### **Better nutrition and health**

The team assisted in a survey on the nutritional and health habits of the community. They initiated an educational campaign — conferences, demonstrations, circulars, and home visits — to interest people in the nutritive value of foods, correct meal preparation, and good buying habits.

Assisted by the team, state and municipal health personnel tested 697 members of 105 community families for parasites. After delivering the tests to the Mayaguez Regional Health Center, team members helped in the treatment to control the parasites.

In cooperation with the local Rotary Club, a medical clinic was organized in Cerro Gordo. Team members encouraged medicine suppliers to donate free drugs to physicians at the clinic.

### **Adequate water and housing**

Water from a spring — the only drinking source in the community —

was contaminated. The team organized meetings between community leaders and representatives of the local government, state health department, Soil Conservation Service (SCS), Farmers Home Administration (FMHA), and State Rural Development Corporation to find a solution to the problem. With funding from the Puerto Rican government, a new rural water system is now in operation, bringing clean, safe water to the homes in Cerro Gordo.

Often old and dilapidated, the majority of the homes in Cerro Gordo are wood-constructed. Extension team members helped the community organize a self-help housing program. Thirty-two families are enrolled in the project, with 14 new homes already constructed.

### **Native craft revived**

In addition to improved living conditions, the Extension team has seen a real attitude change — from despair to hope — in Cerro Gordo. This renewed community spirit has spurred a revival of the native straw





*"Let's Learn to Sew" was one popular aspect of the Cerro Gordo self-help effort.*

craft. Older craftsmen are again teaching this skill to the youth. Although the straw hat project is not yet a big money maker, it is a significant source of income for many families in the community. The people are organizing a cooperative to nurture this native industry, with visits to neighboring villages and fairs to sell their wares.

The mayor of Aguada, Mable

Velez Acevedo, enthusiastically endorses the many improvements in her community: "Cerro Gordo can serve as a shining light for Puerto Rico's other isolated communities."

In May 1976, the Cerro Gordo Isolated Community Extension team received one of USDA's highest honors — the Superior Service Award. But their most valuable award has been the hope they have

helped the people of Cerro Gordo find.

And on it goes — one action leading to another. A new start — a new way — a bridge to a better life for the families of Cerro Gordo. **A bridge of hope.** (This article was adapted from a special edition of *Rural Development Research and Education*, quarterly magazine of the Southern Rural Development Center, Mississippi.) □



# Neighbors profit in do-it-yourself project

by  
David E. Ryker  
Extension Editor  
Cooperative Extension Service  
University of Arkansas

Two years ago, the Goodsons of Howard County, Arkansas, bought five acres with a 35-year-old house for \$7,500. The house needed a lot of work and extensive remodeling. The Goodsons got help from Arkansas Extension specialists in preparing remodeling plans. Then, during a 1-day Extension workshop at their home, six people removed

deteriorating wallboard, installed insulation in two rooms, and covered the inside of the exterior walls with 6-mil-thick polyethylene plastic. Finally, they installed prefinished paneling. That's quite an accomplishment for first day "do-it-yourself'ers!"

In Arkansas, many families like the Goodsons are getting this kind of help through Extension.

A new program, known as the 1862-1890 Extension Home Management Project, helps families learn "do-it-yourself" methods to improve their homes.

Irene Lee and Earline Larry, the 1890 home management specialists of the University of Arkansas at Pine Bluff; John Langston, Extension agricultural engineer assigned to housing; and Evelyn Seversen, Extension housing specialist; began planning the project workshop. Seversen and Langston also researched workshop materials that would add to the comfort of the

structure, be easy for a beginner to install, and be inexpensive to purchase.

Before presenting the program in counties, Seversen and Langston conducted a training session for county Extension agents-home economics, program aides, and home management specialists Lee and Larry, who would work closely with people in the projects. The aides and home economists learned about the options available to families on limited incomes. Then they advised families on selection and application of prefinished wall paneling, ceiling and floor tiles, and either rockwool or fiberglass insulation for attics.

Seversen and Langston suggested that families should consider prefinished wall paneling in a price range from \$5 to \$8 for a 4 x 8-foot panel, made of either plywood or hardboard.

Following the training conference, the first paneling workshop was organized at the home of a family enrolled in the project. After counseling from Lee and Larry, the homeowner selected and purchased the required materials. Directed by Seversen and Langston, the home management specialists and the aides then paneled a room for the homeowner. In all the other workshops, families did their own work under the direction of the staff.

To publicize the program, the staff held countywide meetings for people interested in the do-it-yourself project. Here, they learned what to consider in selecting building materials and what was involved in joining one of the workshops.

The staff encouraged people joining each do-it-yourself workshop to hold it at one of their homes. Staying together as a group until each family completed a project for their own home was also important.

Home maintenance, improvements, and repairs are big items in the budget of most homeowners. To people with limited incomes, these items present a special problem. In Arkansas, the problem is on the way to solution. □



*Before nailing on the paneling, workshop participants line the walls with polyethylene.*

# Land use— 'we've got to do something'

by  
Marjorie P. Groves  
*Extension Editor*  
*Cooperative Extension Service*  
*Iowa State University*

Corn tassels, apartment towers, or industrial smokestacks for Iowa's countrysides? Land use is no longer just a topic for debate teams.

"Between the Bicentennial and the year 2000 must come some serious planning for Iowa's 56,280 square miles," says Eber Eldridge, Extension economist at Iowa State University. State legislators, mayors, environmentalists, farmers, and hundreds of other Iowans agree.

By 2000, population in the state will increase by one-third, while the number of acres will remain the same. "If there were enough land for everyone to use in any way, there'd be no cause for concern," says Eldridge. "And, there'd be no need for a land use policy."

"Now, as we end our Bicentennial, there is no frontier. All desirable open space is, in effect, occupied," the economist continues.

"A land use policy is just that — a settled course approved and followed locally, statewide, or federally regarding wise use of land," Eldridge says. Such a policy would include all uses for the land, and identify space for urban and industrial development, farming, etc.

## Land for all needs

Sometimes it's recreational use that causes concern. Wayne County is one of four counties surrounding Lake Rathbun, a new lake created

by the U.S. Corps of Engineers. During 1974, almost 2 million visitors used the lake. Business boomed. A large mobile home park and second housing development were added.

Wayne County supervisors, seeing the need for planning and zoning, appointed a commission. The commission turned to County Extension Director John Bode for advice in developing philosophy, objectives, and goals. Bode also assisted in figuring out a way to classify rural land into an agricultural zone and rural residential zone.

Most land use decisions can't be made by a mayor, environmentalist, or farmer alone. Therefore, the Extension Service at Iowa State organized a land use task force of specialists to work with groups on what to consider and how to start.

This team includes a sociologist, agronomist, journalist, political scientist, and other economists like Eldridge. Eldridge figures team members have conducted more than 250 meetings with approximately 10,000 participants since 1973. This doesn't include events carried out by county and area staff.

"Communities are now developing policies," Eldridge says. "At first we concentrated on awareness; now we're helping them with tools for implementation and looking at alternatives."

## Waterloo experience

Often it helps to sit down, listen to experts, and discuss local implications. Meetings on "Public vs. Private Control Over Land Use Decisions" were held in the seven counties of the Waterloo Extension Area. Goals were established to create an awareness of issues surrounding land use and to stimulate further study, discussion, and analysis.

Clair Hein, Extension community resource management specialist, says a varied group attended meetings: soil district commissioners, farmers, legislators, boards of supervisors, urban people, and regional and city planners.

Discussion ranged through changes in land use over the years, soil types, Environmental Protection Agency feedlot regulations, and legislative efforts.

"A big issue has been private rights versus public interest. A lot of folks are interested in how much government should get into land policy decisions and which land uses to control," Hein says.

One citizen at the beginning of an Extension-sponsored meeting muttered that land use was "the worst socialistic scheme I ever heard of." But, by the end of the session, he had concluded that there were problems and, "We've got to do something." □







Colorado conducts experiment

## Will teacher trainees 'turn on' to rural life?

by  
Joseph T. Newlin  
*Cooperative Extension Service*  
and  
Robert W. Richburg  
*Associate Professor of Education*  
*Colorado State University*



*Teacher trainee Jean Buess, works with the junior high orchestra during the rural education experiment in Colorado.*



Given a choice, will the most qualified university graduates in education choose to teach and live in a rural community? The answer: probably "no." But, a Colorado State University (CSU) pilot program funded through a Cooperative Extension Service Title



V Rural Development grant may suggest ways to lure these more qualified teachers into rural areas.

The Department of Education at CSU conducted the program to determine if the attitudes of its students toward living and teaching in small rural communities could be altered by participating in an intensive 4-day rural teaching experience.

Coming from such urban and suburban environments as Denver and Colorado Springs, CSU students are reluctant to look for teaching jobs in smaller rural communities — particularly in the Eastern Plains area. Graduates with more than one job offer usually choose the familiar metropolitan teaching situation. If select students had a chance to sample living and working in a small community, might they develop more appreciation for the opportunities available there?

Nineteen CSU teacher trainees in the upper 30 percent of their graduating class were involved in an experiment. They "took over" for the regular faculty of the Weldon Valley School in Weldon, Colorado, a community of 300 persons located 100 miles northeast of Denver.

Morgan County Extension Agent Chester Fithian arranged for the student teachers to live with families of the children attending the Weldon Valley School. Most of them had never been on a farm, so this experience proved to be the highlight of the project.

They milked cows, helped with chores, attended 4-H meetings and rode to and from school on the same buses as their students. Farm life made such an impression on the trainees that several of them returned to visit their host families on subsequent weekends. One returned to be a soloist in the community church; another lent a hand at branding time on the farm where he had stayed.

In the Weldon Valley School, each trainee taught at least four classes a day under supervision of the regular classroom teachers and instructors from CSU. After school, trainees assisted with extra-curricular clubs

and sports activities. By allowing the teacher trainees to take over all the classes, the regular staff was freed to update their teaching skills through inservice training. This saved money for the school district, since they normally have to hire substitute teachers.

The trainees filled out a questionnaire both before and after their rural teaching experience to see if the 4-day program changed their attitudes about living and teaching in a rural community. There were many significant changes in attitude. For instance, the trainees found the rural community to be a more friendly, interesting, and exciting place to live than they had expected it would be.

They also viewed the rural community as more progressive than they had previously believed. Their perceptions of the rural school were also altered. They perceived it as having more teaching resources, more progressive administrators, and better trained staffs than they had thought before this experience.

In each instance, living in a rural community and teaching in a rural school were thought to be more desirable at the end of the project than at the beginning.

The teachers at the Weldon Valley School were also asked to evaluate the pilot project. Randi Meyer, an English teacher, summarized the feelings of many: "I thought it was super. The CSU trainees gave me an extra shot of enthusiasm and helped rekindle some of the old idealism that has burned away with the rigors of teaching. Many of them were pleased with our school and community. Perhaps such a program will attract high-quality people to rural areas."

The Weldon Project will be repeated in other areas under the continued assistance of the Title V Rural Development Extension program in Colorado. With this increased attractiveness to rural areas enhanced by preservice experience such as this project, it is hoped that progress can be made toward improving the quality of rural education. □



# Depressed area chooses 'COP' over 'cop out'

by  
A. Stewart Holmes  
and  
Bruce Sorter  
*Community Development Specialists  
Cooperative Extension Service  
University of Maryland*



Should an economically depressed area "**cop out**" — decide events are beyond their control and plead for help? Or should it organize a "**COP**" — a Community Organization for Progress? With the help of local Extension community development agents, people in just such an area of Maryland have decided to follow the latter path.

COP is a group whose concern is problems affecting communities in a four-county area on Maryland's Lower Eastern Shore.

The group has elected officers, developed a constitution, and started their work by selecting a single problem and developing an action program to help correct that problem — high intensity of unemployment in certain communities of the area. The 1890 Extension program at the University of Maryland, Eastern Shore, provides funds for COP.

Extension staff members working with the project are Leon Johnson, Jerry Klement, George Monroe, Jim Perkins, Garnie Polson, and Dean Tuthill. Marc Tefteau and Lewis Thaxton also assist with COP.

The group surveyed selected communities in the area to examine (1) the percentage of unemployed and underemployed persons, (2) the skills of the unemployed and underemployed, (3) the types of occupational training desired by the

unemployed and underemployed, (4) the characteristics of the labor force, and (5) the employment opportunities available.

The results of this survey will assist these communities in determining their training needs and developing methods to reduce their unemployment rate.

COP sprang from a 1971 community development project for rural low-income communities called "Teamwork in Lower Eastern Shore Communities." Sponsored by the Maryland Cooperative Extension Service, this project was financed by a small grant through Title I of the Higher Education Act. According to the 1970 census, 16 to 28 percent of the population in each of the four counties, compared to 10 percent for the entire state, had incomes below the poverty line for that year.

The "Teamwork" project initiated a community change process by helping people in the target low-income communities organize themselves as a group, identify their problems, formulate objectives, and develop a plan of action that would lead to problem solution.

A 15-member planning committee — consisting of eight local citizens from the target population, four county community development agents, and three state Extension staff members — developed the basic framework for the program series.





It included several evening meetings on such topics as the social action process, developing community leadership, teamwork for equal opportunity, social change and racial discrimination, improving job opportunities, improving relations among families, and planning. The basic format for each of these meetings was speaker presentation followed by questions and discussion.

Also scheduled was an all-day tour featuring three housing projects in the Washington, D.C. metropolitan area, which had involved citizen participation in their initiation and development.

More than 160 people, representing 37 different communities, attended at least one meeting in the series. Average attendance was 62 people per meeting. More than 95 percent of the attendees were black. More than 50 percent were over 50 years old.

The Extension people felt the project was successful in providing a foundation for future community change. On post-project evaluation questionnaires, 50 percent of the respondents gave the project the highest possible rating (1 on a scale of 1 to 5), 38 percent gave it a rating of 2, and 12 percent a rating of 3.

Perhaps the most important factor in the project's success was the con-

tacts local agents had already made with many of the communities and participants involved, long before the project was initiated. This promoted confidence and good will among some (but not all) of the people from the beginning. Especially important were the previous contacts these agents had with the eight citizen members of the planning committee.

Holding the meetings in the small local communities themselves rather than at some centralized meeting place in the four-county area, contributed much to the project's success.

Citizen members of the committee were actively involved in every phase of the planning process. Especially important was their input on the selection of topics or problems dealt with in the evening meetings. On the basis of their rankings, eight problems emerged as having higher priority than the others. Consensus discussion then resulted in selection of the final problems to be discussed in the evening meetings.

Involvement in the "nuts and bolts" operations of the project was not limited to just the eight planning committee members. The community lay leaders involved in the housing tours were especially effective. Other participants made local arrangements for facilities and refreshments and actually helped conduct the meetings.

The importance of good food and friendship was recognized throughout the program series. At the close of each meeting, these refreshment periods proved helpful in encouraging informal discussions among the participants. In responding to the open-ended, post-project evaluation question, "What did you like most about the entire program series?", exchange of ideas with fellow participants was the answer most frequently given.

Another incentive of the program was a partial transportation reimbursement of 5 cents per mile given to those who drove their own cars, bringing a carload of others with them. The project employed this reimbursement scheme because of the wide geographic area covered and the fact that many people were of limited financial means.

As a means of encouraging people to attend the evening meetings, a certificate of completion was given to each individual who came to at least five out of the six meetings.

The real test of a program series is what happens in the communities afterwards. It is still too early to answer that question fully on Maryland's Lower Eastern Shore, but "COP" has accomplished more than any "cop-out" ever could. (*Stewart Holmes is now an employee of the Federal Power Commission, Washington, D.C.*) □

# Agriculture is link in American-Soviet exchange

by  
W. Francis Pressly  
*Coordinator of Programs  
National 4-H Council*

Life on the farm—Soviet Union style—is not like anything you'll experience in the Midwest, or the South, or anywhere else in the United States.

By living and working on five state and collective farms this past summer, 15 young agricultural specialists became the first Americans to see for themselves how and why Soviet agriculture is different.

Their 15 counterparts—the first group of young Soviets to live and work with American farmers—began a 12-week stay in the United States in June.

At the completion of the exchange program in September, the U.S.S.R. delegates met the returning U.S. delegates at the National 4-H Center in Washington, D.C.

Cooperating with the Cooperative Extension Service, the National 4-H Foundation coordinated this Young Agricultural Specialists Exchange Program (YASEP) to make these "firsts" possible. International Harvester Company funded this international exchange with the Bureau of Education and Cultural Affairs, U.S. Department of State,

assisting with travel expenses of the American delegates.

The purpose of the exchange was to share the practical application of agricultural technology and to strengthen understanding and communication among people of the two nations. It paid off.

"It's not until you can live in a culture, see it with your own eyes, that you can understand a way of life," said Delegate Dale Posthumus, a 23-year-old graduate student and research assistant at Michigan State University, East Lansing.



*Alan E. Zeithamer, North Dakota, surveys the swine confinement complex near Borisovskiy where 10,000 swine are finished per year.*



The American exchangees spent 6 hours a day for 14 weeks studying the Russian language and culture in preparation for the YASEP opportunity. Chosen for leadership skills, strong 4-H backgrounds, and personal commitment to and experience in agriculture, the enthusiastic group included 13 men and 2 women from Michigan, Iowa, Illinois, Idaho, North Dakota, Missouri, North Carolina, South Dakota, Colorado, Virginia, and Minnesota.

After arriving in the Soviet Union, the delegates continued their language study for a month at the Byelorussian Agricultural Academy in the western U.S.S.R., where they also studied Soviet agriculture and economics with Soviet instructors.

Next, the experience they had been preparing for—6 weeks working on Soviet farms.

The delegates were matched one to one with Soviet workers on the five state and collective farms where they worked. But even this close contact didn't make comparing these Soviet



*Russian exchangees work on the sorting line at a potato plant in Big Lake, Minnesota.*

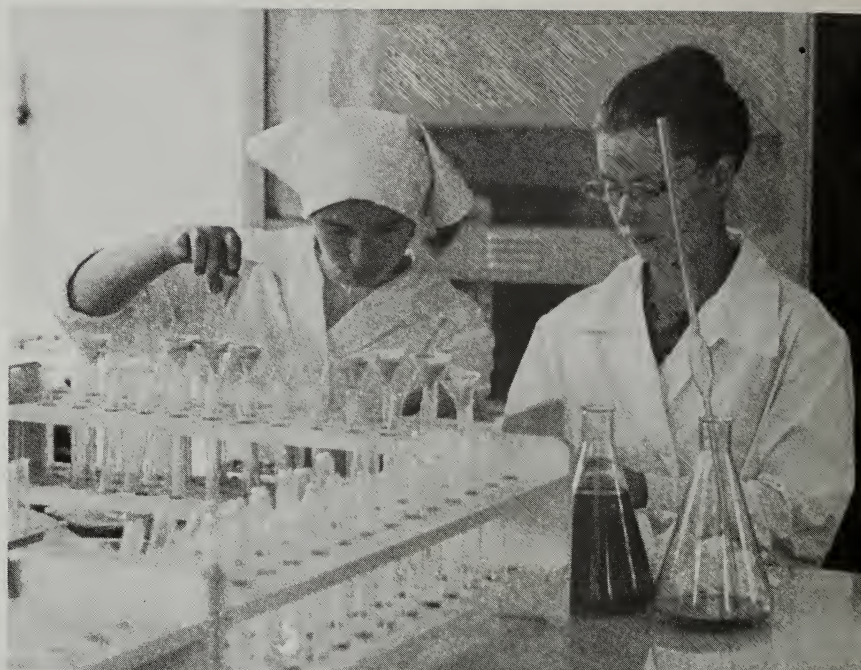


farms to the delegates' own home farms easy.

"The main goal of Soviet agriculture has been industrialization—to turn the farms into factories," explains Gene Gengelbach, Plattsburg, Missouri. "Each worker has her or his own special job, unlike the American farmer, who is an agronomist, cattle feeder, veterinarian, repairman, and farm manager, all in the same day. Our two systems of agriculture are



*George Howe Jr., Casselton, North Dakota, discusses harvesting with Russian Igor Sheglou.*



*U.S. delegate Kathy Kinton, (right) from Fuquary-Varina, North Carolina, tests milk.*

so different that it is hard to compare them."

The tremendous size of the Soviet farms made a vivid impression on all the Americans. The state and collective farms they worked on included a poultry "factory" with 1.5 million laying hens; a new swine complex producing 108,000 market hogs a year; two cattle farms, one of which fattens 10,000 cattle a year and another which raises about 2,000 dairy heifers annually; and a 22,000-acre collective where 1,200 people work.

The Americans were kept busy in the U.S.S.R. feeding and cleaning up after beef and swine, weeding, harvesting grain, driving farm machinery, and speaking whenever they could to farm workers.

The Soviet exchangees did similar work here, but with a healthy dose of American individuality. While the Americans stayed together as a group in special housing, on or near the farms on which they worked, the Soviet exchangees lived in groups of two or three with American farm families.

At the request of the Soviet Ministry of Agriculture, they worked on farms with soils, climates, and agricultural problems similar to those in the U.S.S.R. Selected by state and county Extension staff, 28 families in Minnesota, Iowa, North Dakota, South Dakota, Illinois, and Michigan hosted the Soviet exchangees, planning their activities for 10-day periods. After working on two farms, the Soviets attended a 10-





*Neil J. Bock, Iowa (right), gets instructions from Tanya who works in this USSR swine complex. Gene Gengelback, Missouri (behind Tanya), helps with the automated feeding.*

day agricultural technology seminar at the University of Minnesota, St. Paul. Then they returned to the farms for two more visits.

The Soviet exchangeees were particularly impressed by the dedication of American farmers to their jobs. "They wouldn't change their lives for anything," Sergei Dunaev told a reporter in Iowa. Dunaev, a doctoral student in the economic cybernetics department of the Moscow Agricultural Academy also commented on the long hours and unrelieved work schedules of American farmers. In the Soviet Union, he reported farm workers put in 8-hour days, starting as late as 8 or 9 o'clock in the morning. These workers also receive a 3-week paid vacation per year.

Visiting the Kirkton corn and wheat operation in Graymont, Illinois, another of the Soviet exchangeees commented on the American system: "The level of mechanization in farming operations is the same in the Soviet Union," said Valeri Zadoroschenko, senior engineer at a state farm in the Kuban region. "We just have fewer, but larger units."

Like all the host families, the Kirktons managed to show their Soviet visitors the local sights—a softball team in action and the Livingston County Fair—as well as the workings of an American farm.

Back in Washington, D.C., September 9-10, the 30 YASEP participants shared some of their thoughts about the exchange with

local and national news media, the 4-H staff, and representatives of cooperating groups.

These words of Neal Fisher from North Dakota State University, Fargo, sum up the feelings of all the exchangeees about their experiences: "The information that we gained in agriculture was very important because agriculture was the common bond. We used it (agriculture) as our link in strengthening understanding and communications among the people of our two countries."

This historic 1976 American-Russian exchange is just the beginning of a new cooperative venture designed to continue for 5 more years. □

# Arbitration clears the air in Alabama

by  
Kenneth Copeland  
News Editor  
*Alabama Cooperative  
Extension Service  
Auburn University*

In February 1971 when Bill Mayfield joined the Alabama Cooperative Extension Service as agricultural engineer, dark storm clouds were brewing.

As he investigated Extension's present educational program for cotton ginner in the state, he discovered that the Alabama Air Pollution Control Commission (AAPCC) was considering imposing some strong restrictions on cotton gins.

Some ginner in were talking of defying any restrictions. Some said they couldn't afford to make all the expensive changes required and would have to close down their gins.

At stake was Alabama's 500,000-acre cotton crop, which each year grossed farmer more than \$100 million. Mayfield realized he had a big task before him.

With research experience on controlling air pollution in gins, Mayfield assumed the role of arbitrator between the cotton ginner in and member of the AAPCC. After meeting first with officer of the Alabama Ginner in Association, he sat down with the Alabama Air Pollution Control Staff. "I was a stranger to both group in and they were stranger in to each other," Mayfield

said. "So my first task was to show them that we wanted to work out a solution acceptable to both side in. I tried to get the two side in together while keeping the matter out of the newspaper in and court in."

And he succeeded. Both side in began to give and take.

After getting both group in talking, he worked with the AAPCC to formulate regulation in for cotton gins and worked with ginner in in implementing these control measure in.

Mayfield then authored a publication, *Collecting Cotton Ginning Wastes*, describing the pollution problem and equipment needed to solve the problem. The Southeastern Cotton Ginner in Association published and distributed it throughout the Southeast.

As a result of this cooperation, the AAPCC regulation in listed specific section in for cotton gins. Although these regulation in require installation of pollution control equipment, ginner in, except in a few case in, were allowed 2 or 3 year in to fully comply.

Mayfield also organized three clinic in to assist ginner in in understanding the new AAPCC standard in. At these session in, Air Pollution Control personnel explained the





*Bill Mayfield, right, discusses efficient gin operation with Jack Davis, a Town Creek, Alabama, ginner.*

regulations to ginner. Mayfield discussed the problems of air pollution from cotton gins and suggested solutions. Equipment suppliers and contractors also participated.

County Extension Service personnel assisted by publicizing and attending the clinics, which were attended by approximately 60 percent of Alabama's ginner.

Plans for machinery changes to bring gins into compliance with regulations were prepared and made available to local Extension offices through Extension's Plan Service in Alabama. These plans allow a ginner to buy the needed equipment and install it himself at a substantial saving. Mayfield and county staff members maintained a close relationship with equipment suppliers and contractors to help out with any problems that arose.

The agricultural engineer and county Extension staff members also visited more than 50 percent of the gins throughout Alabama to discuss individual problems with ginner and ways to solve them.

Last year, Mayfield received the Alabama Governor's Award for Air Pollution Control for his educational efforts with the ginner. □







# Women unlimited

by

Marjorie W. Klinck

*Extension Agent*

*Indiana Cooperative Extension Service*

*Purdue University*

"I'm so alone."

"It's terrible not to feel needed."

"I really don't think I can take that office—I'm not capable."

"I'd really like to go back to school."

These are some of the feelings women in Seymour, Indiana, were expressing 3 years ago when the Indiana Cooperative Extension Service initiated a unique program called **Women Unlimited**.

The basic principle of this project has been to help individuals discover within themselves the capacity for growth, change, and personal development. The local people call it "Women's Growth Project."

Marjorie W. Klinck served as project leader; Jan Armstrong, John Dunbar, Dama Wilms, of Purdue University were consultants; and Mary Fuqua, assistant director of CES at Purdue, was project coordinator.

The pilot program covered three phases:

Phase I—*Objective*: To create an awareness of the changes taking place in society relative to women.

*Method*: Slide-tape presentation to community groups followed by discussion.

Phase II—*Objective*: To encourage personal growth for a greater sense of self-worth. *Method*: Presentation of six 2½-hour seminars, plus a followup session 2 months later. Topics covered were: Getting to Know Me, Understanding Me, Liking Me, Alternatives for Me, Choices for Me, and Goals for Me.

Phase III—*Objective*: To promote additional personal growth and to assist in developing skills to function actively in community affairs. *Method*: Accomplished by different women in many different ways, a step at a time.

Examples of personal growth and community involvement included:

- joining organized groups
- organizing small groups with common interests
- becoming an active volunteer
- organizing community programs
- living creatively at home
- accepting outside employment
- becoming involved in local decisions about government, education, and welfare.

What has happened to Seymour

and to the "Women Unlimited" participants as a result of the program? As the women have become aware of their own needs and capabilities, so has the community. Also, men and women have developed a greater sensitivity to abilities of all members of the community.

Attitudes and behavior changes resulting from the seminars are described in these words of the participants:

"I have become a friend to my family."

"Besides putting frustrations up for examination, this program went on to do something about them."

"I feel certain that everyone who participated came away with a much better gut-level feeling of adequacy instead of inadequacy."

"The program helped me feel more worthwhile as a person. I had had a lot of bad opinions of myself as a woman and as a person."

The concept of this pilot project can be of value to every human being. While it was developed with women in mind, it became obvious during its implementation, that it could apply to anyone—male or female, young or old, low or middle income.□



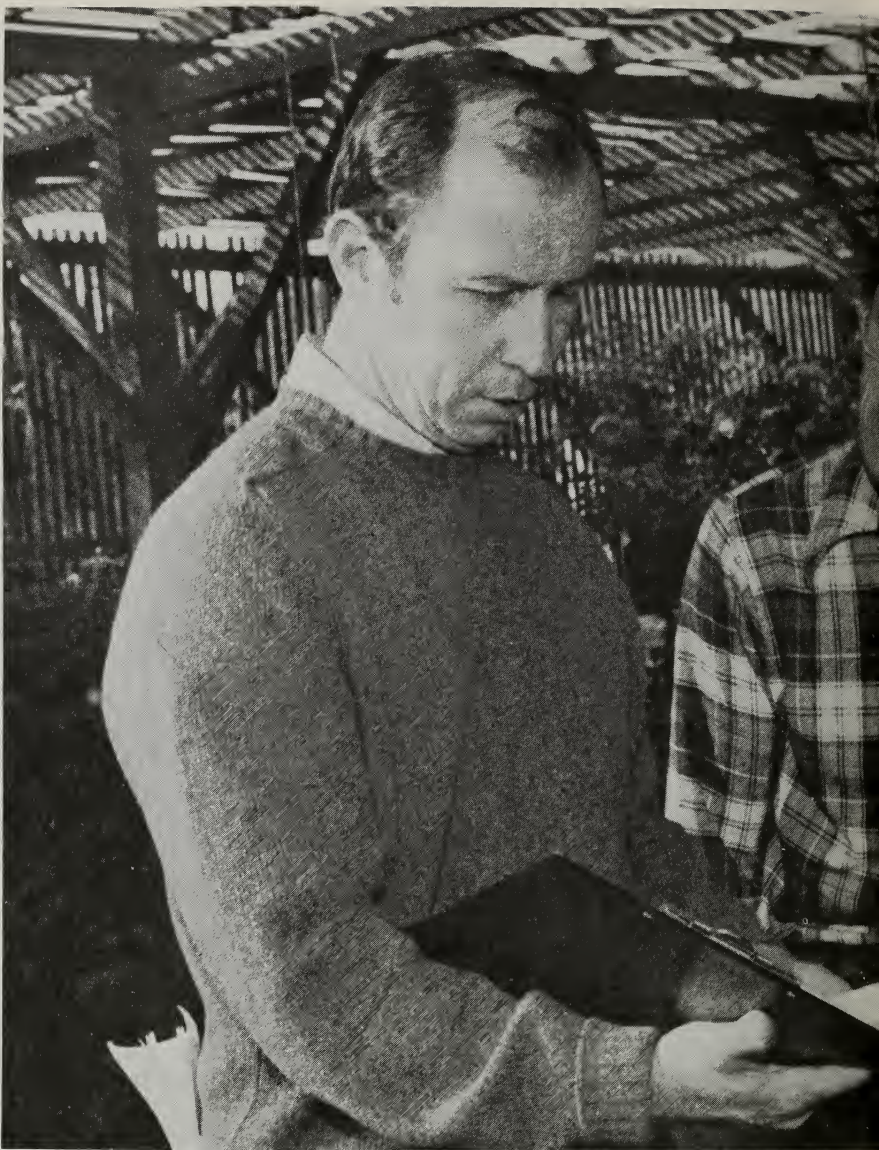
Is it realistic to try to set up a horticultural education program for consumers in a metropolitan area of 7 million? With a small budget and staff to do the job, Cooperative Extension in Los Angeles County, California, thinks it is. Farm Advisor Ted Stamen is totally immersed in this task. His approach, based on what he calls the "jackrabbit theory," appears to be working.

Stamen's main job is to develop an educational program for the county's 500 or more retail nurserymen, landscapers, and the floriculture industry. Tacked on to this responsibility is that of extending horticultural information to the county's consumers—home gardening is a big thing in the Los Angeles metropolitan area.

His approach is to extend University of California horticultural information directly to the industry, which, in turn, will pass it along to consumers. That's what Stamen means by his "jackrabbit theory."

Early this year, Stamen contacted the four chapters of the California Association of Nurserymen (CAN) in Los Angeles County, presenting them with his ideas for conducting a 7-week, co-sponsored, basic horticultural course. These four chapters represent 80 percent of the county's nursery industry.

"Their response was totally positive," Stamen says. Each chapter appointed a representative to a planning committee for this course. The result of the cooperative venture was a training package which not only met the needs of retailers, producers or distributors, and Extension, but also served the county's consumers. This approach also made it possible to avoid some of the problems that often arise



*Ted Stamen, left, and Rocky Yamamoto, president of the Centinela Chapter, California Association of Nurserymen, discuss training to be included in their fall course.*

## Retailers wholesale Extension information





by  
Forrest Cress  
*Educational Communicator  
Cooperative Extension  
University of California*

following Extension-sponsored short courses for consumers.

This educational package—called the Professional Course in Horticulture, attracted more than 300 persons involved in the nursery and allied industries the first time it was offered last spring.

Sponsored jointly by Cooperative Extension and the CAN chapters of Los Angeles, San Fernando, Centinella, and Inland, the course featured sessions on how plants grow; the soil and fertilizer needs of plants; varietal selections and maintenance of turf; selecting plant material and caring for it; successful growing of vegetables; weed control in ornamental planting; and insecticide recommendations, safety, use, and legal requirements.

A second course was offered in October. Called "Horticultural Merchandising and Business Management," the 5-week training program was offered at two different locations because of Los Angeles County's large size. On Tuesday evenings, the course was given in the western end of the county near the Los Angeles International Airport, and on Wednesday evenings near the eastern boundary of the county in Claremont.

"By zeroing in on the retailers and helping them raise their level of expertise," Stamen explains, "we know the consumer will ultimately benefit. You might say that the retailer is the multiplier or wholesaler of educational information that Cooperative Extension has to offer.

"If but 100 persons attended this course and passed along what they learned to 10 customers a day, look at the multiplication of our efforts." Stamen further emphasized that the key to this approach is the support of the nursery industry.

The spring course was promoted by putting together an attractive brochure, distributing copies to industry salespersons, and letting them carry the ball from there. Stamen also publicized the course in his monthly newsletter.

At the last session of the spring training program, Stamen distributed a questionnaire to all participants to profile the class and to obtain information useful in planning future courses.

Of the 328 persons attending, 61 percent responded. Most were retail sales personnel or landscapers; 51 percent were between 28 and 30 years of age. Most had 2 or more years of college.

"Responses to the questionnaire," Stamen notes, "show that people in the industry want a professional-level program. If they are going to give up one night a week to attend an educational course, it must be a quality product in every respect."

Respondents also said they look for an educational program that offers top-notch speakers, a professional lecture room, a recommendation book or handout literature, and a certificate of completion. Although some might regard the certificate as superfluous, Stamen notes, many employees want it for their personnel files. Others want one to hang on a wall in their offices.

"They equate our courses," he adds, "with what industry has to offer. Last but not least, we received many favorable comments on the fact that our short course is a cooperative venture between the University of California Cooperative Extension and the California Association of Nurserymen. More co-sponsored programs of this nature are needed." □



## people and programs in review

### **"Using Extension Home Economists As Mass Media"**

The above quote is the headline in a recent issue of *Publicity Craft*, a newsletter published for public relations specialists.

Actually, it is a compliment that this trade recognizes Extension's place in the community: "You can place publicity material—including mentions of product and company names—with Extension home economists. You can take advantage of their grassroots access and prestige to get your message across."

Perhaps this recognition should also cause us to re-examine the free PR material both women and men Extension agents are exposed to daily. Some of it is excellent educational information and can be useful in supporting your program. But, all of it must answer to the question: "Do you approve these materials for your own professional endorsement?" The opportunity "to be used" is a balancing act we all need to continually evaluate.—*Ovid Bay*

### **1977 Extension Winter School Scheduled**

Plans have been completed for the 16th annual Extension Winter School at the University of Arizona, Tucson, from January 24 through February 11, 1977. The school will offer six courses, three semester credits each, for \$95 per course. For details contact Arlen Etling, Room 224, Agriculture Building, University of Arizona, Tucson, AZ 85721 (602-334-1696).

### **1976 USDA Yearbook: Do You Have Your Copy?**

*The Face of Rural America*—the first USDA Yearbook with a pictorial format—is getting good reviews. Through 335 photos by 53 photographers across the Nation, this 77th USDA yearbook depicts rural America at work and at play in the Bicentennial year, 1976.

You, your relatives and friends may request a free copy from your Congressman. You can also purchase copies for \$7.30 at government bookstores across the country, or by sending a check or money order to the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.